

come into our office and ask to make the world safer for their competitors? Me neither.

The RECORD will show that no hands were raised.

This is because there is no lonelier position in Washington than being an advocate for free and competitive markets.

Competition is hard. Free markets are scary. That is why when markets allocated capital to clean energy, cheaper energy, and it displaced fossil fuel energy and \$20 trillion flowed into ESG funds, the losers came to Washington and got the majority of the people in this body, the majority of people in this House to block that free flow of capital.

I thank the minority of my colleagues, and President Biden, who blocked that from happening, who stood up for markets in spite of how hard it was.

To my Republican colleagues who are being pressed by their donors and their colleagues, in William F. Buckley's words: "Stand athwart history yelling, stop."

I sympathize. It is hard and it is scary to support progress. It is hard and it is scary to support markets. I hope that you will do what is right in spite of that pressure.

There is no pride in only doing the right thing when it is easy, but history will smile on the brave.

CELEBRATING DUILIO "DEWEY" TURILLI

(Mr. MAGAZINER asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. MAGAZINER. Mr. Speaker, I rise today to celebrate an extraordinary Rhode Island veteran, Duilio "Dewey" Turilli.

Born in Italy, Dewey immigrated to this country when he was only 6 years old. Shortly thereafter, he and his family settled in Rhode Island. After graduating from Central High School in Providence, Dewey was drafted as a radio operator for the 457th Fighter Squadron, a P-51 Mustang unit in the Army Air Force.

Dewey's base was the notorious island of Iwo Jima, and he was present when U.S. forces raised the flag there on February 23, 1945, which also happens to be Dewey's birthday.

Mr. Speaker, 78 years later, just one month ago, Dewey celebrated his 100th birthday surrounded by friends and family.

An avid golfer and painter, Dewey now resides in Warwick, Rhode Island, where he is an active member of the local veterans support group.

Mr. Speaker, I ask everyone to please join me in saluting Dewey and thanking him for his tremendous service to our Nation.

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RECOGNIZING TERRY HOLLAND

(Mr. GOOD of Virginia asked and was given permission to address the House for 1 minute.)

Mr. GOOD of Virginia. Mr. Speaker, I rise today to recognize the gentleman from Virginia, former University of Virginia basketball coach, Terry Holland.

Coach Holland was hired in 1974 at the young age of 31 to be the head coach of the UVA Men's basketball program after they had only experienced three winning seasons in 21 years.

Under his leadership, UVA would win more than 300 games in 16 years, make two Final Four appearances, win an NIT Title, an ACC Tournament Championship, and three ACC regular season titles.

Not surprisingly, Coach Holland also won two ACC Coach of the Year awards. He retired from coaching in 1990 then returned in 1995 to serve as the athletic director at UVA. Then, in 2014, he permanently retired, leaving behind a legacy of service and dedication.

Sadly, about 4 weeks ago, on February 26, at the age of 80, Coach Holland succumbed to Alzheimer's disease.

His exemplary life truly impacted the lives of his student-athletes, his coaches, his colleagues, his competitors and, of course, his loyal fans, along with the entire University of Virginia community.

PARENTING HYPOCRISY

(Mr. HARDER of California asked and was given permission to address the House for 1 minute.)

Mr. HARDER of California. Mr. Speaker, I rise today because, frankly, I am angry.

This week, D.C. Republicans' hypocrisy is on full display. At the same time they push a bill they claim supports parents, they are slashing funding for critical programs that countless parents depend on.

My daughter Lillian just turned one, and as one of the few people in this Chamber who has changed a diaper recently, I am tired.

Republicans can't claim to be the party of parents when, in the same breath, they are gutting childcare and education funding. They can't claim to be the party of parents when they focus more on banning books than teaching kids to read.

Our kids really are struggling right now. It is time Congressional Republicans put aside their political tantrums and actually do something to help. Better yet, get out of the way and let us parents get it done.

AFFORDABLE HOUSING CREDIT

(Ms. PORTER asked and was given permission to address the House for 1 minute and to revise and extend her remarks.)

Ms. PORTER. Mr. Speaker, across the country, too many Americans are competing for too few homes. Building material shortages push up development costs, slow construction, and leave families scrambling.

Cities, States, and industry cannot alone overcome these staggering obstacles. They need Federal cooperation, and Washington is failing to be a good partner.

Last Congress, we had a real shot at getting this done. I backed a bipartisan proposal to give States more tax credits to build affordable homes. It would have modernized bond financing requirements to fund more housing with less debt.

These actions could have helped build more than 300,000 homes in California. We would lower costs for families, bring new jobs to our communities, and grow our entire economy.

Americans are struggling because of the housing crisis, a crisis of cost and supply. Californians have a message for Washington: We need help with housing.

WHAT PARENTS WANT

(Ms. LOIS FRANKEL of Florida asked and was given permission to address the House for 1 minute.)

Ms. LOIS FRANKEL of Florida. Mr. Speaker, today, I rise as a mother who went to many parent-teacher meetings and a few sessions with the principal, and a grandmother who just loves to see my own child's engagement in my grandchildren's education.

Today, the Congressional Republicans are mimicking my home State, Florida's extreme, rightwing, cruel policies.

Alarming and sadly, in Florida, today, lawmakers are banning books. They are threatening to jail teachers. They are bullying LGBTQ+ students, and they are suppressing history.

In Florida, a teacher can actually go to jail for putting a book about Rosa Parks or the Holocaust on a child's table. Teachers can be fined for comforting a gay child who is being teased for her gender. Schools can lose funding if they promote diversity or they teach Black history.

Really?

Mr. Speaker, parents want guns banned. They want their children to feel nurtured. They want their teachers to be paid well.

HONORING THE LIFE AND CAREER OF DETECTIVE HERMAN MOODY

(Mr. HORSFORD asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. HORSFORD. Mr. Speaker, I rise today to honor the life and career of Detective Herman Moody, who passed away on February 25, at the age of 98.

Herman Moody was the first Black police officer in the Las Vegas Metropolitan Police Department. He attended Las Vegas High School and,

afterward, honorably served in the U.S. Navy during World War II.

After the war, in 1946, he began his 31-year service to the Las Vegas community as part of the police department, when the town was still segregated and there was not even a police academy for him to learn.

He was undeterred, however, and taught himself how to file reports that would stand up in court. He found books about Nevada law so he could make good arrests, and he shared that knowledge with his colleagues to raise the standards of the entire Las Vegas police force.

While he battled discrimination and was passed over for promotions, he never let that deter him from his goal. He rose to the highest rank and served as the second highest senior officer in the Las Vegas Metropolitan Police Department.

My condolences to his wife, Mag-nolia, to the Las Vegas Metropolitan Police Department, and to the entire family.

Detective Moody, may you rest in peace.

PROVIDING FOR CONSIDERATION OF H.R. 5, PARENTS BILL OF RIGHTS ACT

Mrs. HOUCHIN. Mr. Speaker, by direction of the Committee on Rules, I call up House Resolution 241 and ask for its immediate consideration.

The Clerk read the resolution, as follows:

H. RES. 241

Resolved, That at any time after adoption of this resolution the Speaker may, pursuant to clause 2(b) of rule XVIII, declare the House resolved into the Committee of the Whole House on the state of the Union for consideration of the bill (H.R. 5) to ensure the rights of parents are honored and protected in the Nation's public schools. The first reading of the bill shall be dispensed with. All points of order against consideration of the bill are waived. General debate shall be confined to the bill and shall not exceed two hours equally divided and controlled by the chair and ranking minority member of the Committee on Education and the Workforce or their respective designees. After general debate the bill shall be considered for amendment under the five-minute rule. In lieu of the amendment in the nature of a substitute recommended by the Committee on Education and the Workforce now printed in the bill, it shall be in order to consider as an original bill for the purpose of amendment under the five-minute rule an amendment in the nature of a substitute consisting of the text of Rules Committee Print 118-2. That amendment in the nature of a substitute shall be considered as read. All points of order against that amendment in the nature of a substitute are waived. No amendment to that amendment in the nature of a substitute shall be in order except those printed in the report of the Committee on Rules accompanying this resolution. Each such amendment may be offered only in the order printed in the report, may be offered only by a Member designated in the report, shall be considered as read, shall be debatable for the time specified in the report equally divided and controlled by the proponent and an opponent, shall not be subject

to amendment, and shall not be subject to a demand for division of the question in the House or in the Committee of the Whole. All points of order against such amendments are waived. At the conclusion of consideration of the bill for amendment the Committee shall rise and report the bill to the House with such amendments as may have been adopted. Any Member may demand a separate vote in the House on any amendment adopted in the Committee of the Whole to the bill or to the amendment in the nature of a substitute made in order as original text. The previous question shall be considered as ordered on the bill and amendments thereto to final passage without intervening motion except one motion to recommit.

The SPEAKER pro tempore (Mr. BOST). The gentlewoman from Indiana is recognized for 1 hour.

Mrs. HOUCHIN. Mr. Speaker, for the purpose of debate only, I yield the customary 30 minutes to the gentlewoman from Pennsylvania (Ms. SCANLON), pending which I yield myself such time as I may consume.

During consideration of this resolution, all time yielded is for the purpose of debate only.

Last night, the Rules Committee met and reported out a rule, House Resolution 241, providing for consideration of H.R. 5.

The Parents Bill of Rights is to be considered under a structured rule with 2 hours of debate, equally divided and controlled by the Chair and ranking minority member of the Committee on Education and the Workforce, or their designees, and provides for one motion to recommit.

Mr. Speaker, I rise in support of this rule and in support of the underlying legislation. The Parents Bill of Rights would secure a fundamental right parents should always be guaranteed: their right to make informed decisions about their children.

As my first time managing a floor debate, I couldn't think of a better bill to focus on. Our families in Indiana and across the country deserve debate on H.R. 5, and we plan to deliver.

As a mother of three children in school, I know how important it is for parents to know what is happening in the classroom. Unfortunately, this bill is necessary because school districts across the country have failed to deliver basic transparency.

That became painfully obvious to parents during the pandemic. Our living rooms became classrooms. Parents came to realize exactly what their children's days looked like.

Many parents were surprised and disappointed by what they were learning about their children's educational experiences.

Like many of my colleagues, I prefer that most decisions regarding education be made at the State and local level, and this bill does not change that.

The actions over the past few years have compelled us to stand up and to act. There has been example after example of this becoming a bigger problem.

In one example, a father from Virginia had to learn his daughter was as-

saulted in the high school bathroom from his child, not the school.

Stories like this one shouldn't become the new normal.

As I said in the Rules Committee during the hearing about the bill just last night: "Sending a child to public school does not terminate parental rights at the door."

I worked in child services. I have cared for children in foster care. When foster parents are caring for their children who are in the custody of the State, they can't give those kids a haircut without getting permission from the child's biological parents. Shouldn't the same rules apply to the students' safety and well-being in our schools?

Yet, parents are left pleading. They are left to plead for information; to plead for the safety of their kids in public restrooms; to plead for the quality of their kids' education; and to plead for anyone who would listen to help restore their parental rights.

This bill would restore transparency, consultation, and notification requirements to existing law. In doing so, it would give parents the right to obtain critical information more easily from school administrators, boards, and teachers to make informed decisions regarding their children's education.

The bottom line: It gives power back to parents.

As the Republican Education and the Workforce Committee members have said, the Parents Bill of Rights contains five basic principles: That parents have the right to know what their children are being taught; that parents have the right to be heard; that parents have the right to see the school budget; that parents have the right to protect their children's privacy; and that parents have a right to keep their children safe.

Now, these goals are hard to fight against, but we have heard critics say this bill is somehow politicizing education or that bureaucrats know better than parents or that we are encouraging the banning of books.

Let me be clear. Nothing in this bill has anything to do with banning books or even that parent engagement is somehow a better model than parental rights. That is simply not true.

Instead, this bill provides an opportunity to ensure our kids are prepared to contribute to this great country of ours. It aims to strengthen parent-teacher partnerships where they exist and close information gaps where parent-teacher partnerships could be improved.

While there are many challenges in our schools, one we should all be able to agree on tackling is that administrators, educators, and parents should be on the same page. The first step in achieving that goal is improving our parents' access to information about their kids' experiences.

One example of this is an amendment I was able to offer during the markup a few weeks ago. The amendment required notification of parents when a